



## Lamar University – M.Ed. in Educational Technology Leadership

### Internship Field-based Activities Summary Report and Validation

Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. Post this report to your e-Portfolio wiki/blog/Google site monthly to document completion of your activities.

As you plan your campus- or district-supervised Internship hours, do the following:

- Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards.
- Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards.
- Follow the guidelines on page 37 to reflect on each completed activity.

Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 \*Please note that course number changes in Fall 2010\*.

Once complete:

- PDF the Validated Summary Report. This report must be signed by your site mentor.
- Create a new page on your wiki, titled “ Completed Internship Field-based Activities Summary Report”
- Post the completed Internship Field-based Activities Summary Report to your wiki.

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard I. Technology Operations and Concepts	TF- I.A	<b>Conduct a needs assessment for the campus and classrooms. Create partnerships with local businesses to assist with campus and classroom needs. Provide job-embedded training and provide on-going, in-class support to teachers based on campus and classroom needs.</b>	November 2010 & November 2011 & December 2011	18
		Reflection: From November 2010 through December 2011, I have learned how to continuously improve our parent and community partnerships by implementing and responding to our campus needs assessments. Our school and community relations lacked meaningful and convenient two-communication. The lack of parent involvement and two-communication interfered with our student achievement. We sent home a survey to the parents that encouraged them to suggest areas our school needed improvement. Many parents selected our school needed better two-way communication. Parents also acknowledged the two-way email communication, that was implemented last year, was a beneficial and effective way to communicate. Davies (1991) relates that exceptional parent-involvement programs		

TF - I. B	<p>have two-way communication in place between school and home that involves collaborative planning and decision-making with parents. I believe that my internship allowed our campus to increase our two-way communication and work towards the "exceptional" parental involvement programs that Davies refers to.</p> <p>As a life-long learner, I realize that more training is needed to teach educators how to effectively reach out to parents and get them involved in their classrooms. Ferrarra and Ferrarra (2005) relate that one of the biggest barriers that educators face in acquiring parental involvement in their classrooms is the lack of training on how to do it effectively. Throughout my internship, WalMart and Brookshires have been very resourceful partnerships for our school. Both partnerships have donated school supplies, food items, and actively participated in many school events. These partnerships have positively affected student achievement by providing food and other supplies for our campus incentive programs and our PTA meetings. WalMart has assisted us with our Campus Garden and continuously helps us maintain it. Maintaining these partnerships and gaining new partnerships has assisted me with skills that will improve my leadership qualities. Kofi Annan, a Ghanaian diplomat, said, "In an age where community involvement and partnerships with civil society are increasingly being recognized as indispensable, there is clearly a growing potential for cooperative development and renewal worldwide" (Better World, 2008). I look forward to acquiring more and renewing partnerships as I continue my career in Education.</p> <p>"Better World Quotes." <i>Better World</i>. The People for Peace Project, 10 Dec 2008. Web. Retrieved on 28 Dec 2011 from <a href="http://www.betterworld.net/handouts/community-annan.pdf">http://www.betterworld.net/handouts/community-annan.pdf</a>.</p> <p>Davies, D. (1991, January). Schools reaching out: Family, school, and community partnerships for student success. <i>Phi Delta Kappan</i>, 72(5), 376-382.</p> <p>Ferrara, M., &amp; Ferrara, P. (2005). Parents as partners: Raising awareness as a teacher preparation program. <i>The Clearing House</i>, 79(2), 77.</p>		
	<p><b>Attend and provide professional development on using Web 2.0 &amp; 21<sup>st</sup> Century technology tools; serve as the Technology Integration Mentor for campus &amp; teacher support. Research and subscribe to technology and school administrator RSS feeds &amp; journals.</b></p>	December 2011	8
<p>Reflection:</p> <p>During this activity of my internship, I shared portions of Hendron's RSS for Educators with my colleagues. RSS for Educators is a guide for integrating and understanding various Web 2.0 tools. RSS for Educators also describes how to use the web-based applications that supports RSS for classroom instruction and professional development. Hendron explains how RSS saves you time and keeps you updated on several websites, blogs, wikis, newsfeeds, and other Web 2.0 tools. (Hendron, 2008, p. 151) This guide allowed me to share the knowledge that I had gained during my internship. The professional development that I provided addressed classroom integration of blogs,</p>			

	<p>wikis, podcasts, news feeds, and advanced uses of RSS.</p> <p>I learned that the list of resources and glossary in RSS for Educators are valuable tools for students and educators. Hendron describes, “rememberthemilk.com is a To-Do list manager” (Hendron, 2008, p. 269). Rememberthemilk.com is one of the many resources found in the book that I will continue to use.</p> <p>During this activity of my internship, I also learned that educational leaders could use blogs, RSS feeds, and wikis for several reasons. As an educational leader, I use blogs and wikis to share, discuss, and collaborate with other leaders across the world. I also use blogs, RSS feeds, and wikis to continue my professional growth and engage in new technologies. Blogs are great resources for RSS feeds and allow me to stay abreast of current trends, methodologies, and technologies.</p> <p>I also provided other staff members with the skills to use blogs, RSS feeds, and wikis. I learned that leaders should be able to model and advocate 21<sup>st</sup> Century tools. I taught other educators that blogs, RSS feeds, and wikis are great ways to start the “Digital Immigrant” migration (Prensky, 2001).</p> <p>Another thing that I learned from this portion of my internship, was that action research “enhances professional growth and brings about real change” (Dana, 2009, p.10). By attending and providing professional development on Web 2.0 tools, I have enhanced my professional development techniques to bring forth real change. I have also created a unique set of RSS feeds that allow me to continue my life-long learning.</p> <p>Fichman, Nancy Dana (2009). <i>Leading with passion and knowledge: The principal as action Researcher</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Hendron, J. G. (2008). RSS for Educators: Blogs, newsfeeds, podcoasts, and wikis in the classroom, Eugene, OR: ISTE.</p> <p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. <i>On the Horizon</i>, 9(6), 1-9.</p>
Subtotal	26

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard II. Planning and Designing Learning Environments and Experiences	TF-II.A	<b>Develop a Moodle site for teachers to collaborate on lesson plan development, technology integration, and professional development.</b>	December 2011	7
		<p>Reflection:</p> <p>During this activity, I learned that to be a Moodler requires time and patience. As any Open Source software, Moodle has some issues when it comes to providing a reliable streaming media environment. I had difficulty with providing professional development using our campus' unreliable bandwidth. The videos that I embedded within our Moodle site seemed to have buffering and lagging issues.</p> <p>Over all the creation of the Moodle site and the professional development, that I provided went smoothly, but I had to work very hard to get my colleagues interested in using the site. My colleagues did like that Moodle offered easy addition of multimedia, links to useful resources, scaffolding of learning activities, fun quizzes, and easy insertion of engaging learning objects.</p> <p>As an action inquirer, I researched the origin of the acronym "Moodle". I learned that the word "Moodle was originally an acronym for Modular Object-Oriented Dynamic Learning Environment, which is mostly useful to programmers and education theorists. It is also a verb that describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity. As such it applies both to the way Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course" (About Moodle, 2011). I also researched blogs, forums, and video tutorials to find useful resources for my colleagues to use while modeling.</p> <p>During this experience, I learned that Moodle was rated 8<sup>th</sup> in the 5<sup>th</sup> Annual Survey of Learning Tools. According to C4LPT, "This year's list was compiled from the Top 10 Tools lists of 531 learning professionals worldwide – from education, training and workplace learning" (Hart, 2011) . I also learned that others ask "why is it called Moodle anyway" (Aube, 2011).</p> <p><i>About moodle.</i> (2011, November 23). Retrieved on December 20, 2011 from <a href="http://docs.moodle.org/22/en/About_Moodle">http://docs.moodle.org/22/en/About_Moodle</a>.</p> <p>Aube, S. (2011, December 01). <i>Oodles and oodles of moodle</i>. Retrieved on December 28, 2011 from <a href="http://www.lyndonstatecritic.com/news/oodles-and-oodles-of-moodle-1.2722997">http://www.lyndonstatecritic.com/news/oodles-and-oodles-of-moodle-1.2722997</a>.</p> <p>Hart, J. (2011, November 13). <i>Top 100 tools 2011</i>. Retrieved on December 26, 2011 from <a href="http://c4lpt.co.uk/top-100-tools-for-learning-2011/">http://c4lpt.co.uk/top-100-tools-for-learning-2011/</a>.</p>		

	TF-II.B	<b>Use the campus Moodle site to provide resources, collaboration, feedback, and assist teachers and staff with Web 2.0 technologies</b>	December 2011	12
		<p>Reflection:</p> <p>Throughout this collaborative portion of my internship, my colleagues and I have used new technologies that gave us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., &amp; Meyer, A., 2002, Chapter 1).</p> <p>I had to work very hard to get my colleagues interested in using the site. My colleagues did like that Moodle offered easy addition of multimedia, links to useful resources, scaffolding of learning activities, fun quizzes, and easy insertion of engaging learning objects. Through collaborative efforts and student excitement, our Moodle site is being used more often.</p> <p>Students inquired about the origin of the word Moodle. I told them that the word “Moodle was originally an acronym for Modular Object-Oriented Dynamic Learning Environment, which is mostly useful to programmers and education theorists. It is also a verb that describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity. As such it applies both to the way Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course” (About Moodle, 2011). During this portion of the activity, I showed students and teachers to learn more about Moodle by using their FAQs and tutorials.</p> <p>I informed students and teachers that Moodle was rated 8<sup>th</sup> in the 5<sup>th</sup> Annual Survey of Learning Tools. According to C4LPT, “This year’s list was compiled from the Top 10 Tools lists of 531 learning professionals worldwide – from education, training and workplace learning” (Hart, 2011) . I also informed them that others ask “why is it called Moodle anyway” (Aube, 2011).</p> <p><i>About moodle.</i> (2011, November 23). Retrieved on December 20, 2011 from <a href="http://docs.moodle.org/22/en/About_Moodle">http://docs.moodle.org/22/en/About_Moodle</a>.</p> <p>Aube, S. (2011, December 01). <i>Oodles and oodles of moodle</i>. Retrieved on December 28, 2011 from <a href="http://www.lyndonstatecritic.com/news/oodles-and-oodles-of-moodle-1.2722997">http://www.lyndonstatecritic.com/news/oodles-and-oodles-of-moodle-1.2722997</a>.</p> <p>Hart, J. (2011, November 13). <i>Top 100 tools 2011</i>. Retrieved on December 26, 2011 from <a href="http://c4lpt.co.uk/top-100-tools-for-learning-2011/">http://c4lpt.co.uk/top-100-tools-for-learning-2011/</a>.</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Available online at the center for applied Special Technology Web site. Chapter 1. Retrieved on October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a></p>		

	TF-II.C	<b>Create Professional Development lessons over ICORE, Exceeds, &amp; Mydata Portal.</b>	November 2010 & December 2010	5
		<p>Reflection:</p> <p>During my internship, I provided various training on ICore, Exceeds, and Mydata Portal. Most of my time spent on this activity was dedicated to staff development on Exceeds. Our district requires teachers to document RTI strategies and complete several weeks of interventions prior to requesting SST assistance. Teachers are required to use a new RTI/SST system called Exceeds to document interventions prior to requesting Tier 3 SST support. Exceeds is an easy tool to use if you are technologically savvy, but most of our teachers are not comfortable with 21<sup>st</sup> Century teaching tools. Exceeds in itself is a new barrier for getting students assistance, because teachers do not feel comfortable using it and they feel like they don't have time to continuously log on to document interventions.</p> <p>I learned that our district will determine a student's eligibility only if a teacher has followed through with all the required documentation in Exceeds. I also learned that our district also requires parents to document certain behaviors of the student prior to determining the student's eligibility for Special Education. I also learned and taught others about student confidentiality. "Parents and students put their trust in the stewards of education data to ensure students' personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary" ("Family educational rights," 2011). During this professional development, I also informed staff about how the violation of any policies, regulations, and guidelines may result in disciplinary action, a report to SBEC and/or termination of employment" ("Employee standards of," 2011).</p> <p>"No short summary can adequately provide school personnel with all the information necessary to fully understand the requirements of IDEIA 2004 and questions regarding implementation of the new law remain" (Hyatt, 2007, p.136). This is how many people on my campus feel about IDEA, NCLB, and RTI. They feel like they are not adequately prepared or fully understand how to implement instruction that is capable of teaching "all" children without leaving any of them behind. As a leader, it is my responsibility to provide training and resources that allow my staff to feel they are capable of teaching "all" students. By providing my staff with the resources and training that they need in order to comply with the NCLB mandates, my students will benefit both emotionally and academically.</p> <p><i>Employee standards of conduct.</i> (2011, September 27). Retrieved on October 29, 2011 from <a href="http://www.tasb.org/policy/pol/private/057905/pol.cfm?DisplayPage=DH(LOCAL).pdf&amp;QueryText=HARASSMENT">http://www.tasb.org/policy/pol/private/057905/pol.cfm?DisplayPage=DH(LOCAL).pdf&amp;QueryText=HARASSMENT</a></p> <p>Hyatt, K.J. (2007). The new IDEA: Changes, concerns, and questions. <i>Intervention in School and Clinic</i>, 42(3), 131-136.</p> <p>US Department of Education, Family Policy Compliance Office. (2011). <i>Family educational rights and privacy act (ferpa)</i>. Retrieved on October 29, 2011 from <a href="http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html">http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a></p>		

	TF-II.D	<b>Model the use of wordle &amp; quizlet.com and show how to integrate those resources into Core Curriculum.</b>	November 2010 & December 2010	3
		<p>Reflection:</p> <p>Web-enabled collaborative learning has evolved dramatically from its initial use as a simple way for students to look up information together on Web sites" (Pitler, 2007, p.144). I believe it is time for schools to "evolve dramatically" and use technology to engage students. There is so much technology on my campus, but it is not being used. I offered several professional development and in-class modeling on how to implement Wordle and Quizlet. Many of the teachers embraced these two tools, because they are user-friendly and can be used for multiple subjects. The students were also actively engaged every time we presented a Wordle or Quizlet lesson.</p> <p>During this activity, I helped teachers add new tools to their bag of tricks. "The art of teaching takes insight, knowledge, and many years of experience to develop (Portner, 1998) and developing that "bag of tricks" takes time, and patience (McGuire &amp; Simpson, 2006). This internship has also assisted me with developing my "bag of tricks" when it comes to technology and facilitating professional development.</p> <p>I look forward to informing my colleagues about Quizlet's announcement, "Thanks to our community of native Spanish speakers, teachers, and students, we now have Quizlet available in Spanish" (Quizlet Support, 2011)! Our school is about 47% Spanish speaking, so our students will benefit from this upgrade. I also look forward to sharing that Wordle was rated 39<sup>th</sup> and Quizlet was rated 82<sup>nd</sup> in the Top 100 Tools 2011 (Hart, 2011). I think my colleagues would like to have the Top 100 Tools 2011, so I am going to present it at our staff development on January 2, 2012.</p> <p>Hart, J. (2011, November 13). Top 100 tools 2011. Retrieved on December 26, 2011 from <a href="http://c4lpt.co.uk/top-100-tools-for-learning-2011/">http://c4lpt.co.uk/top-100-tools-for-learning-2011/</a>.</p> <p>McGuire, Margaret A. &amp; Simpson, Cynthia. "Hand in Hand: An Examination of Mentor Relationships." <u>Best Practices in School Personnel</u> May/June/July (2006): 16-18.</p> <p>Pitler, H., Hubbell, E., Kuhn, M., &amp; Malenoski, K. (2007). <i>Using technology with classroom instruction that works</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 139-154.</p> <p>Quizlet Support. (2011, December 01). [Web log message]. Retrieved from <a href="http://quizlet.com/blog/hablas-espanol/">http://quizlet.com/blog/hablas-espanol/</a></p>		
	TF-II.E	<b>Use ICore with students and teachers to integrate current technologies into Core curriculum. Assist teachers with implementing and managing ICore. Serve as Technology Integration mentor (TIM) with content integration and teacher support.</b>	November 2010 & December 2010 & June 2011	12
		<p>Reflection:</p> <p>Our campus purchased a 1 year subscription for ICore. ICore "is an interactive supplemental curriculum that challenges and motivates the 21st century learner—and</p>		

	TF-II.F	<p>it's the online program that can change a teacher's classroom experience" (Triumph Learning). During our subscription period, I provided multiple professional development opportunities to assist teachers with implementing ICore. During these professional development sessions, teachers learned how to use the engaging lessons, activities, and games.</p> <p>During this activity, I had to remind my colleagues about downloading and sharing audio/video files. I told them, "When it comes to downloading or sharing video/audio files, educators must read all the copyright/user agreements. Each audio/video file has specific copyright/license agreements." Until proper royalties are paid, "no person shall import into and distribute, or manufacture and distribute, any digital media" that violates the media's copyright/license agreements (Circular 92, 2007). A copy of your license agreements should always be readily accessible, because it allowed me to show teachers that they could not download all the audio/video files and give them to other employees in the district.</p> <p>I also learned that many educators violate the Fair Use Guidelines when it comes to copying materials that are present in ICore. I shared this quote with my colleagues, "Although the copy machine can be used to make copies for classroom use, (see the Fair Use Guidelines), it may not be used in lieu of purchase and not for consumables" (Davidson, 2007). Several of them laughed at me and said, "they would do it without me knowing that way I wouldn't be part of the crime."</p> <p>Copyright Law of the United States and Related Laws Contained in Title 17 of the United States Code, Circular 92, 2007.</p> <p>Fair Use Guidelines: <a href="http://www.copyright.gov/fls/fl102.html">http://www.copyright.gov/fls/fl102.html</a></p> <p>Triumph Learning. (n.d.). <i>Icore</i>. Retrieved on December 28, 2011 from <a href="http://www.triumphlearning.com/c/@FLJWLgg5ffYeA/Pages/portalicore.web?state@NA">http://www.triumphlearning.com/c/@FLJWLgg5ffYeA/Pages/portalicore.web?state@NA</a></p>		
		<p><b>Support, develop, facilitate, and use Web 2.0 technologies in order to provide mentoring and integration of technology on our campus. Research, identify, model, and apply concepts and methods to integrate technology into Core Curriculum. Discuss, evaluate, and integrate 21<sup>st</sup> Century teaching methods and technologies. Assist students and teachers with technologies. Participate in and facilitate continued professional development. Collaborate with students, staff, district, and community on technology integration and related issues to technology.</b></p>	<p>November 2010 &amp; February 2011 &amp; March 2011 &amp; June 2011</p>	<p>28</p>
		<p>Reflection:</p> <p>In the educational arena, mentoring is critical to a new teacher's life. Mentoring programs and mentors are intended to support and nurture new teachers so they will survive the defeatist attitude that some teachers fall privy to. Mentoring is also important for seasoned teachers when they are learning something new.</p> <p>The diversity of today's classroom has increased the demand for new 21<sup>st</sup> Century teachers. This increase also increases the demand for 21<sup>st</sup> Century geared Mentoring programs. The effective 21<sup>st</sup> Century mentoring programs will foster a commitment of</p>		

	<p>willingness to work together amongst the mentee and mentor. On page 16 of "Hand in Hand: An Examination of Mentor Relationships" McGuire quoted, "The central key to a productive mentoring relationship is creating an environment that includes mutual trust, honesty, respect, and a willingness to work together. Without this solid foundation, it will be difficult to address the needs of the beginning teacher in a constructive and productive manner (Portner, 1998; Stroot, 1998)."</p> <p>As a mentor, I convinced our "seasoned" librarian to attend the TCEA 2011 Conference with me. She was very apprehensive about learning how to use new technologies, but she was excited about the conference. She came into my office and told me how excited she was about the "pocket projectors" that were at the conference.</p> <p>I also learned that Prensky's definition of "Digital Immigrants", describes the majority of my campus (Prensky, 2001). I want to continue assisting my colleagues so they can become the "intellectual light" of their students' lives and I want my campus to walk away from "the darkness of the old-fashioned classroom" Prensky (2008).</p> <p>McGuire, Margaret A. &amp; Simpson, Cynthia. "Hand in Hand: An Examination of Mentor Relationships." <u>Best Practices in School Personnel</u> May/June/July (2006): 16-18.</p> <p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. <i>On the Horizon</i>, 9(6), 1-9.</p> <p>Prensky, M. (2008). Turning on the lights. <i>Educational Leadership</i>, 65(6), 40-45.</p>		
<b>Subtotal</b>			<b>67</b>

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard III. Teaching Learning, and the Curriculum	TF-III.A	<b>Design at least two technology-integrated curriculum units for using research-based decisions; incorporating student assessment tools; collaborate with and mentor other teachers.</b>	December 2011	8
		<p>Reflection:</p> <p>"After the classroom experience of acquiring and integrating new skills knowledge, students need time to practice, review, and apply this new learning so that they may make it permanent." (Pitler, 2007, p. 165). I think this statement holds true to educators too. Many of my colleagues complain that they do not have time to practice or apply new technology skills that I have shown them. I have had many people request that I team-teach with them, because they want to learn the technology and apply it within their classroom. It is exciting to see that more teachers on my campus "see the relationship between effort and achievement." (Pitler, p. 160, 2007). Our campus is going to continue Project-Based learning next year, because staff members are seeing the vital role technology plays in student effort and achievement.</p> <p>"UDL does more than insist on flexibility; it provides teachers with the information and resources they need to achieve it" (Rose, D., &amp; Meyer, A., 2002, Chapter 4). Our team project allowed us the flexibility to be creative thinkers while creating a UDL unit that would simplify a classroom teacher's integration of technology. We were able to provide the teacher with the resources that he/she needed to achieve an engaging learning environment through technology integration. By creating our team glog, we gave the teacher flexibility in using a variety of resources that are all accessible from one glogster poster. Our team's collaborative experiences are an epitome of Pitler's statement, "web-enabled collaborative learning has evolved dramatically from its initial use as a simple way for students to look up information together on Web sites" (Pitler, 2007, p.144). The activities and collaboration throughout this project has allowed us to evolve as technology leaders. Throughout this collaborative team project we have used new technologies that gave us the "opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods" (Rose, D., &amp; Meyer, A., 2002, Chapter 1).</p> <p>Pitler, H., Hubbell, E., Kuhn, M., &amp; Malenoski, K. (2007). Using technology with classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development, 139-154.</p> <p>Rose, D., &amp; Meyer, A. (2002). Teaching every student in the digital age: Universal Design for learning. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1 &amp; 4. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a></p> <p>Pitler, H., Hubbell, E., Kuhn, M., &amp; Malenoski, K. (2007). Using technology with classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development, 155-164.</p>		

TF-III.B	<p><b>Use Reasoning Minds with students to integrate technology, problem-solving, and math curriculum. Evaluate and assess student performance based on TEKS.</b></p>	<p>November 2010 Through May 2011</p>	<p>35</p>
	<p>Reflection:</p> <p>Reasoning Minds is a wonderful tool that allows students to interact with digital characters that guide them through their Math curriculum. Reasoning Minds can be very time consuming to get students started and organized. I learned that teachers must be very organized and buy-in to the Reasoning Minds program or students will not get the full benefits of the program. Teachers using Reasoning Minds need to be very organized and take their time getting the students started. Teachers should let students practice/partner with students that are familiar with the program for a few weeks. The teacher also needs to model for the students how to use or organize their notebook. Genie helpers can assist when teachers have a hard time meeting the needs of all students, but this also takes away from their progress through the system.</p> <p>“A frustration of being one teacher responsible for the learning of many students is that it can be tremendously difficult to provide each of them with specific and immediate feedback” (Pitler, 2007, p.44). This describes the frustration that Reasoning Minds teachers feel when using this program. It is very difficult to give immediate feedback to students without the use of technology and/or understanding the multitude of reports in Reasoning Minds.</p> <p>As a Technology Integration Mentor for my campus, I try to stress that “using technology for technology’s sake isn’t a good application of instructional time or funding, and it is unlikely to improve student achievement” (Pitler, 2007, p.217). I have been closely working with a few teachers to help them integrate Reasoning Minds into their everyday lessons. Unfortunately, many of the teachers do not want to learn the program and they pretend it is just a fad that will go away.</p> <p>Pitler, H., Hubbell, E., Kuhn, M., &amp; Malenoski, K. (2007). Using technology with classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development, 41-58, 217-225.</p>		

	TF-III.C	<b>Provide job-embedded training and provide on-going, in-class support to teachers.</b>	December 2010 Through December 2011	35
		<p>Reflection:</p> <p>In the educational arena, mentoring is critical to a new teacher's life. Mentoring programs and mentors are intended to support and nurture new teachers so they will survive the defeatist attitude that some teachers fall privy to. Mentoring is also important for seasoned teachers when they are learning something new.</p> <p>The diversity of today's classroom has increased the demand for new 21<sup>st</sup> Century teachers. This increase also increases the demand for 21<sup>st</sup> Century geared Mentoring programs. The effective 21<sup>st</sup> Century mentoring programs will foster a commitment of willingness to work together amongst the mentee and mentor. On page 16 of "Hand in Hand: An Examination of Mentor Relationships" McGuire quoted, "The central key to a productive mentoring relationship is creating an environment that includes mutual trust, honesty, respect, and a willingness to work together. Without this solid foundation, it will be difficult to address the needs of the beginning teacher in a constructive and productive manner (Portner, 1998; Stroot, 1998)."</p> <p>As a mentor, I convinced our "seasoned" librarian to attend the TCEA 2011 Conference with me. She was very apprehensive about learning how to use new technologies, but she was excited about the conference. She came into my office and told me how excited she was about the "pocket projectors" that were at the conference.</p> <p>I also learned that Prensky's definition of "Digital Immigrants", describes the majority of my campus (Prensky, 2001). I want to continue assisting my colleagues so they can become the "intellectual light" of their students' lives and I want my campus to walk away from "the darkness of the old-fashioned classroom" Prensky (2008).</p> <p>McGuire, Margaret A. &amp; Simpson, Cynthia. "Hand in Hand: An Examination of Mentor Relationships." <u>Best Practices in School Personnel</u> May/June/July (2006): 16-18.</p> <p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. <i>On the Horizon</i>, 9(6), 1-9.</p> <p>Prensky, M. (2008). Turning on the lights. <i>Educational Leadership</i>, 65(6), 40-45.</p>		
	TF-III.D	<b>Attend professional development on using Web 2.0 &amp; 21<sup>st</sup> Century technology tools; serve as the Technology Integration Mentor for campus &amp; teacher support</b>	November 2010 Through December 2011	40
		<p>Reflection:</p> <p>All of the topics discussed throughout my professional development opportunities were very relevant to the work that I do in my school. The professional development sessions helped me increase my knowledge base and many of the topics covered the duties of a Technology Integration Mentor (TIM). I am the Technology Integration Mentor (TIM) for my campus. As a Technology Integration Mentor, I support, develop, facilitate, and use Web 2.0 technologies in order to provide mentoring and integration of technology on our campus. I also research, identify, model, and apply concepts and methods to integrate</p>		

		<p>technology into Core Curriculum. TIMs discuss, evaluate, and integrate 21st Century teaching methods and technologies. We also assist students and teachers with technologies. Therefore, the topics evaluated in my professional development sessions were definitely relevant to my work.</p> <p>In my sessions, I expected to see more visuals or videos related to the implementation of a Technology Committee. Our school has never had a Technology Committee and I would like to have seen this topic addressed more in-depth. I think Technology Committees are a necessity for every campus. I created a proposal for a campus-based technology committee. I suggested it includes the District Technology Department, Campus Administrators, Technology Integration Mentor (TIM), Campus Based Technician (CBT), Librarian and teachers from a variety of disciplines. I think the committee should meet regularly to discuss research-based decision-making, appropriate projects and goals. It should also implement projects to improve classroom &amp; campus technology integration. In Who's in control of the technology-integrated school, Price discussed the importance of technology planning. Price stated, "Principals will have to meet with techies to plan how technology will be organized" (Price, 2005). I think organization must be a focus for every infrastructure.</p> <p>My professional development sessions taught me about my learning style and personality traits. The Keirsev Temperament Sorter taught me to seek-out and to listen to Rationals, because they are people who can help me solve problems more effectively and efficiently. I also learned that Prensky's definition of "Digital Immigrants", describes the majority of my campus (Prensky, 2001). I want to help my colleagues become the "intellectual light" of their students' lives and I want my campus to walk away from "the darkness of the old-fashioned classroom" Prensky (2008). Overall, my professional development sessions were very relevant and offered a range of knowledge on how to become a technology leader effectively.</p> <p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. On the Horizon, 9(6), 1-9.</p> <p>Prensky, M. (2008).Turning on the lights. Educational Leadership, 65(6), 40-45.</p> <p>Price, B. (2005).Who's in control of the technology-integrated school? Principal Leadership, 6(1), 51-56</p>		
		<p><b>Summarize and present research findings from Marc Prensky regarding the topics of Digital Natives and Digital Immigrants.</b></p>	<p>April 2011</p>	<p>4</p>
	TF-III.E	<p>Reflection:</p> <p>I also learned that Prensky's definition of "Digital Immigrants", describes the majority of my campus (Prensky, 2001). I want to help my colleagues become the "intellectual light" of their students' lives and I want my campus to walk away from "the darkness of the old-fashioned classroom" Prensky (2008). The Internship Plan allowed me to evaluate the needs of my campus. I am excited that I had a guide that helped me improve my technology leadership skills.</p> <p>"In order to maintain a certain level of learning, educators must make lessons as relevant to the student's lives as possible" (Prensky, 2008). All the assignments throughout this degree plan were relevant and added value to my learning. During my research, I</p>		

	<p>implemented concepts that Prensky discussed in his books and journals. I learned to add value to my students learning by assisting my colleagues with technology integration.</p> <p>I also learned that "Digital Natives accustomed to the twitch-speed, multitasking, random-access, graphics-first, active, connected, fun, fantasy, quick-payoff world of their video games, MTV, and Internet are bored by most of today's education, well meaning as it may be" (Prensky, 2001). because I agree that students "are bored by most of today's education". I believe many teachers are afraid to use new technology and others refuse to change their old ways of teaching. Prensky, stated that new engaging technologies "are almost totally ignored by educators." Many people choose to ignore the technologies, because they didn't need them when they were in school. How many times have you heard a teacher ask:</p> <p>Why do I need to adapt to new teaching methods?</p> <p>What is wrong with the way I learned? (I turned out fine!)</p> <p>In order to gain students' attention, we must become knowledgeable "Digital Immigrants". Our lessons need to be "connected, fun,..., and offer a quick-payoff" Prensky (2001). Prensky states, "As a result of their experiences Digital Natives crave interactivity – an immediate response to their each and every action."</p> <p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. <i>On the Horizon</i>, 9(6), 1-9.</p> <p>Prensky, M. (2008).Turning on the lights. <i>Educational Leadership</i>, 65(6), 40-45.</p>		
<b>Subtotal</b>			<b>122</b>

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard IV. Assessment and Evaluation	TF-IV.A	<b>Research ways to improve our TELPAS/RPTE ratings. Collaborate with staff and district to analyze methods for improvement. Attend training on TELPAS/RPTE. Prepare computers, teachers, and students for online TELPAS/RPTE testing and administer the test.</b>	February 2011 & June 2011	8
		<p>Reflection:</p> <p>During my internship, I provided various training on ICore, Exceeds, Mydata Portal, and TELPAS/RPTE. Most of my time spent on this activity was dedicated to staff development on Exceeds and passing the calibration requirements on TELPAS. Exceeds and Mydata Portal are two tools that we used to assist us with TELPAS/RPTE. Our district requires teachers to document RTI strategies and complete several weeks of interventions prior to requesting SST assistance. Teachers are required to use a new RTI/SST system called Exceeds to document interventions prior to requesting Tier 3 SST support. Exceeds is an easy tool to use if you are technologically savvy, but most of our teachers are not comfortable with 21<sup>st</sup> Century teaching tools. Exceeds in itself is a new barrier for getting students assistance, because teachers do not feel comfortable using it and they feel like they don't have time to continuously log on to document interventions.</p> <p>I learned that our district will determine a student's eligibility only if a teacher has followed through with all the required documentation in Exceeds. I also learned that our district also requires parents to document certain behaviors of the student prior to determining the student's eligibility for Special Education. I also learned and taught others about student confidentiality. "Parents and students put their trust in the stewards of education data to ensure students' personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary" ("Family educational rights," 2011). During this professional development, I also informed staff about how the violation of any policies, regulations, and guidelines may result in disciplinary action, a report to SBEC and/or termination of employment" ("Employee standards of," 2011).</p> <p>"No short summary can adequately provide school personnel with all the information necessary to fully understand the requirements of IDEIA 2004 and questions regarding implementation of the new law remain" (Hyatt, 2007, p.136). This is how many people on my campus feel about IDEA, NCLB, RTI, and TELPAS. They feel like they are not adequately prepared or fully understand how to implement instruction that is capable of teaching "all" children without leaving any of them behind. As a leader, it is my responsibility to provide training and resources that allow my staff to feel they are capable of teaching "all" students. By providing my staff with the resources and training that they need in order to comply with the NCLB mandates and TELPAS requirements, my students will benefit both emotionally and academically.</p> <p><i>Employee standards of conduct.</i> (2011, September 27). Retrieved on October 29, 2011 from <a href="http://www.tasb.org/policy/pol/private/057905/pol.cfm?DisplayPage=DH(LOCAL).pdf&amp;QueryText=HARASSMENT">http://www.tasb.org/policy/pol/private/057905/pol.cfm?DisplayPage=DH(LOCAL).pdf&amp;QueryText=HARASSMENT</a></p>		

		<p>Hyatt, K.J. (2007). The new IDEA: Changes, concerns, and questions. <i>Intervention in School and Clinic</i>, 42(3), 131-136.</p> <p>US Department of Education, Family Policy Compliance Office. (2011). <i>Family educational rights and privacy act (ferpa)</i>. Retrieved on October 29, 2011 from <a href="http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html">http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html</a></p>		
	TF-IV.B	<p><b>Use Einstruction &amp; other technology tools to provide job-embedded training and provide on-going, in-class support to teachers. Integrate technology and Core curriculum to evaluate and assess student performance based on TEKS. Use MyData Portal, AEIS, Progress Monitoring, and RTI to analyze student strengths and weaknesses.</b></p>	January 2011 through December 2011	20
		<p>Reflection:</p> <p>During my internship, Region 10 Education Service Center and Pearson have assisted me. Region 10 has given me additional training on web 2.0 tools and they have provided free resources to my campus. Pearson has been very helpful with developing my skills with the Texas Assessment Management System (TAMS). I have also received assistance from TEA on AEIS and Special Education accommodations. SBEC assisted me with evaluating our campus teacher certifications. This evaluation has allowed us to prepare for the 2012-2013 school year when our campus will become a PK-5 campus. Currently, we are a 3-5 campus and many of our teachers are not certified to teach below 3<sup>rd</sup> grade. We have many teachers that are only certified to teach certain subjects and they do not have a “self-contained” certification. I also helped staff members evaluate AEIS, AYP, &amp; MyData Portal reports “to infer what the “just right gap” is between the current learning and desired goals, identifying students’ emerging understanding or skills so that they can build on these by modifying instruction to facilitate growth” (Heritage, 2007, p.144). “Teachers must view formative assessment as a worthwhile process that yields valuable and actionable information about students’ learning. If they do not, formative assessment will be seen as “yet another thing” that is being externally imposed on them. I also assisted my colleagues with understanding that teachers must view formative assessment and the teaching process as inseparable and must recognize that one cannot happen without the other” (Heritage, 2007, p.145). Our campus learned that “unless the team emerges from the data analysis process with a clear plan of action for identified students and for classroom instruction, it has wasted its time” (Thomas, 2006, p.40).</p> <p>Heritage, M. (2007). Formative Assessment: What do teachers need to know and do? <i>Phi Delta Kappan</i>, 89, 140-145.</p> <p>Thomas, R.S. (2006). How to survive data overload. <i>Principal Leadership</i>, 7(2), 39-42.</p>		
	TF-IV.C	<p>Examine and apply the results of a research project that includes evaluating the use of a specific technology.</p> <p>Our goal is to find ways to make our Professional Learning Communities (PLCs) more relevant and effective. We want all members to actively share,</p>	February 2011 & March 2011	4

	<p>participate, and lead PLCs. We also want our campus to have the shared vision that effective PLCs will increase student achievement and allow educators to grow professionally. The goal of our PLCs is to enhance our effectiveness as professionals so that students benefit. <b>Action Inquiry:</b> What can we do to make PLCs more relevant and effective on our campus?</p>		
	<p>Reflection:</p> <p>Central Elementary faculty and staff participated in a survey to address our campus needs for improving Professional Learning Communities (PLCs). The results of the survey revealed that many participants did not feel supported in their classroom and many participants did not find value in our current PLCs. For six months, our campus participated in an Action Inquiry to answer the question: What can we do to make PLCs more relevant and effective on our campus? In order to implement and evaluate this Action Inquiry, we used tools and improvement sustainment methods outlined in Examining what we do to improve our schools: 8 steps to improve our schools (Harris 2010, pp.94-99).</p> <p>As our campus continued the activities in our Action Inquiry, we saw improvement in the structure of our PLCs. PLCs became more focused and organized once group norms and procedures were in place, but we still struggled with active participation from some PLC participants. Our improvement seemed to hit a roadblock with the same people presenting, sharing, modeling, and actively attending PLCs. It seemed several staff members did not have a shared vision for improvement. "Remember, having a shared vision is foundational before genuine school improvement can occur" (Combs, 2010, p. 4).</p> <p>During our Action Inquiry, several participants read and discussed BJ Gallagher's book Yes Lives in the Land of No: A Tale of Triumph Over Negativity. At the beginning of this Action Inquiry, I felt like the narrator in this book. I felt like I was venturing into the Land of No in search of Yes. I learned by watching others and I embraced the enthusiasm of those who shared my vision to improve our campus PLCs. Even though I was passionate about my cause, I feel that I did not effectively deal with some of the obstacles that I faced during this inquiry. Much like the characters of this book, I became disillusioned by the continued resistance of some staff members. In future Action Inquiries, I will continue to research ways that will make PLCs more beneficial to educators and students. I want to persevere despite the "No" responses and succeed in finding the elusive "Yes".</p> <p>Gallagher, B. J. &amp; Ventura, S. (2006). Yes lives in the land of no: A tale of triumph over negativity. San Francisco, CA: Berrett-Koehler Publishers</p> <p>Harris, S., Edmonson, S., and Combs, J. (2010). Examining what we do to improve our schools: 8 steps to improve our schools. Eye on Education Press.</p>		
<b>Subtotal</b>			<b>32</b>

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard V. Productivity and Professional Practice	TF-V.A	<b>Use resources from the District &amp; Region 10 to support ongoing professional growth related to technology. Attend Region 10's Annual Technology conference. (GOAL: Get at least 2 other Campus employees to attend.)</b>	February 2011 & March 2011 & October 2011	11
		<p>Reflection:</p> <p>All of the topics discussed throughout my professional development opportunities were very relevant to the work that I do in my school. The professional development sessions helped me increase my knowledge base and many of the topics covered the duties of a Technology Integration Mentor (TIM). I am the Technology Integration Mentor (TIM) for my campus. As a Technology Integration Mentor, I support, develop, facilitate, and use Web 2.0 technologies in order to provide mentoring and integration of technology on our campus. I also research, identify, model, and apply concepts and methods to integrate technology into Core Curriculum. TIMs discuss, evaluate, and integrate 21st Century teaching methods and technologies. We also assist students and teachers with technologies. Therefore, the topics evaluated in my professional development sessions were definitely relevant to my work.</p> <p>In my sessions, I expected to see more visuals or videos related to the implementation of a Technology Committee. Our school has never had a Technology Committee and I would like to have seen this topic addressed more in-depth. I think Technology Committees are a necessity for every campus. I created a proposal for a campus-based technology committee. I suggested it includes the District Technology Department, Campus Administrators, Technology Integration Mentor (TIM), Campus Based Technician (CBT), Librarian and teachers from a variety of disciplines. I think the committee should meet regularly to discuss research-based decision-making, appropriate projects and goals. It should also implement projects to improve classroom &amp; campus technology integration. In Who's in control of the technology-integrated school, Price discussed the importance of technology planning. Price stated, "Principals will have to meet with techies to plan how technology will be organized" (Price, 2005). I think organization must be a focus for every infrastructure.</p> <p>My professional development sessions taught me about my learning style and personality traits. The Keirsey Temperament Sorter taught me to seek-out and to listen to Rationals, because they are people who can help me solve problems more effectively and efficiently. I also learned that Prensky's definition of "Digital Immigrants", describes the majority of my campus (Prensky, 2001). I want to help my colleagues become the "intellectual light" of their students' lives and I want my campus to walk away from "the darkness of the old-fashioned classroom" Prensky (2008). Overall, my professional development sessions were very relevant and offered a range of knowledge on how to become a technology leader effectively.</p> <p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. On the Horizon, 9(6), 1-9.</p> <p>Prensky, M. (2008).Turning on the lights. Educational Leadership, 65(6), 40-45.</p> <p>Price, B. (2005).Who's in control of the technology-integrated school? Principal</p>		

		Leadership, 6(1), 51-56		
	TF-V.B	<b>Create a proposal for a campus-based technology committee, to include District Technology Department, Campus Administrators, Technology Integration mentor (TIM), Campus Based Technician (CBT), Librarian and teachers from a variety of disciplines. Meet regularly to discuss research-based decision-making, appropriate projects and goals. Implement projects to improve classroom &amp; campus technology integration.</b>	October 2010 Through October 2011	14
		<p>Reflection:</p> <p>Our school has never had a Technology Committee and I would like to have seen this topic addressed more in-depth. I think Technology Committees are a necessity for every campus. I created a proposal for a campus-based technology committee. I suggested it includes the District Technology Department, Campus Administrators, Technology Integration Mentor (TIM), Campus Based Technician (CBT), Librarian and teachers from a variety of disciplines. I think the committee should meet regularly to discuss research-based decision-making, appropriate projects and goals. It should also implement projects to improve classroom &amp; campus technology integration. In Who's in control of the technology-integrated school, Price discussed the importance of technology planning. Price stated, "Principals will have to meet with techies to plan how technology will be organized" (Price, 2005). I think organization must be a focus for every infrastructure.</p> <p>I implemented the <i>Reflection Guide</i> within a small group prior to whole staff implementation. In my experience, it takes the leader and other staff members to get the whole campus to support a new concept or program. We need our "cheerleaders" to get others to buy-in. I think the small group approach brought forth more clarity in reports and data disaggregation. Thomas stated, "Results from the two reports will mean very different things, and unless everyone on the team is clear about their meaning before beginning the analysis process, tremendous confusion can result and wrong conclusions can be drawn" (Thomas, 2006, p.38). In the past, I used the whole group scenario with only one person leading the professional development and data disaggregation which lead to tremendous confusion and erroneous conclusions.</p> <p>Price, B. (2005). Who's in control of the technology-integrated school? <i>Principal Leadership</i>, 6(1), 51-56</p> <p>Thomas, R.S. (2006). How to survive data overload. <i>Principal Leadership</i>, 7(2), 39-42.</p>		
		<b>Design and create a digital instructional units for students. Units will teach about copyrights, CyberBullying, and how to appropriately communicate in digital environments. <i>On the Spot</i> videos will also be created to reinforce Core Curriculum.</b>	October 2010 & March 2011 & October 2011	11
	TF-V.C	<p>Reflection:</p> <p>I feel the Texas Penal Code 33.07 is something that affects my decision-making as an</p>		

	<p>administrator. As a leader, I need to assist my campus with understanding educational technology laws. The Texas Cyberlaw and the Texas Penal Code 33.07 are violations that I have witnessed within the past few years. During my internship, I created videos and glogs that would assist my campus with CyberBullying and CyberSafety. I also used these units to assist the staff with compliance related issues that surround the Texas Cyberlaw and the Texas Penal Code 33.07.</p> <p>I learned that the Texas Cyberlaw took effect September 1, 2009. The law addresses online harassment. The Texas Cyberlaw states that a person commits an offense if the person uses the name of another person to create a web page on or to post one or more messages on a commercial social networking site without obtaining the other person's consent; and with the intent to harm, defraud, intimidate, or threaten any person. This offense could be seen on websites like Facebook, MySpace, and Twitter. The Texas Penal Code 33.07 also states a person commits an offense if the person sends an electronic mail, instant message, text message, or similar communication that references a name, domain address, phone number, or other item of identifying information belonging to any person without obtaining the other person's consent; with the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication; and with the intent to harm or defraud any person.</p> <p>Staff and student inappropriate use of technology is a major concern for me. I find the poor choices made by some staff members unethical and unlawful. At the elementary level, inexperience or lack of education is often the cause for inappropriate technology use by students. In both situations, it is my responsibility to educate the entire campus on the Acceptable Use Policy (AUP). It is also my responsibility for documenting or reporting any violations of the AUP.</p> <p>Abshire, S., (2011, October). <i>School Law and Technology</i> [Powerpoint]. EDLD 5344 School Law. Retrieved on October 29, 2011 from <a href="https://epic.epiclms.net/Learn/Player.aspx?enrollmentid=2270170">https://epic.epiclms.net/Learn/Player.aspx?enrollmentid=2270170</a>.</p>		
TF-V.D	<b>Recruit at least 2 teachers to participate in my online wiki. Create a team activity to allow collaboration over current technology and how to use our campus technology effectively.</b>	July 2011	8
	<p>Reflection:</p> <p>In week 1 of EDLD 5364, I read about various tools and theories that assist teachers with implementing technology into the classroom. The readings and lectures focused on topics such as Constructivism, social networking, problem solving, and technology tools.</p> <p>"In a Constructivist classroom, students are more actively involved than in a traditional classroom. They are sharing ideas, asking questions, discussing concepts, and revising their ideas and misconceptions (Sprague, 1999)." I learned that Constructivism provides beneficial insight for educators who want to use technology to support student learning. Constructivism and technology integration offers opportunities for enhancing intellectual growth by allowing students to connect their personal experiences and intrinsic abilities to learn. I gained the knowledge that classrooms that use the Constructivist approach will be more successful with technology integration.</p>		

	<p>"Like so many other technological innovations, social networks are accused by many of impacting society and education negatively (McPeeters, 2009)." I like this quote, because I think people who agree with the notion that "social networking has a negative impact" are those who do not use or understand the technology. Many people see the horrors of social networking, stalkers, and pedophiles, in the news. The news is notorious for publicizing the negative aspects and not focusing on the positive aspects.</p> <p>I think technology and ethical social networking are instrumental to the academic success of the 21st Century Learner. I also believe educators must be lifelong learners and should be willing to change their attitude about implementing technology.</p> <p>I have always believed that the mere presence of technologies would not enhance student learning. Educators must be willing to build local and global communities through social networking and technology integration. Educators must use the tools to enhance learning. Technology can help to create an active environment in which students not only solve problems, but they must be given the opportunity to use the technology.</p> <p>Sprague, D. &amp; Dede, C. (1999). If I teach this way, Am I doing my job: Constructivism in the classroom. <i>Leading and Learning</i>, 27(1). Retrieved October 4, 2009 from the International Society for technology in Education at <a href="http://imet.csus.edu/imet9/280/docs/dede_constructivism.pdf">http://imet.csus.edu/imet9/280/docs/dede_constructivism.pdf</a></p> <p>McPheeters, D. (2009, March). Social networking technologies in education. <i>Tech and Learning</i>. Retrieved October 4, 2009 from <a href="http://www.techlearning.com/article/16250">http://www.techlearning.com/article/16250</a></p>		
<b>Subtotal</b>			<b>44</b>

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VI. Social, Ethical, Legal, and Human Issues	TF-VI.A	<b>Create staff and parent email groups in order to communicate with parents and staff. Send out weekly emails to parents and staff.</b>	October 2010 & March 2011 & October 2011	6
		<p>Reflection:</p> <p>Several research studies have shown that parent involvement positively affects student achievement. Ferrara and Ferrara (2005) relate that one of the biggest barriers that educators face in acquiring parental involvement in their classrooms is the lack of training on how to do it effectively. I realize that more training is needed to teach educators how to effectively reach out to parents and get them involved in their classrooms. Creating staff and parent email groups has assisted our campus with two-way communication. Many of the teachers have been able to get more parents involved by sending out emails. The teachers also like how quick and easy it is to type an email and blast it to all the parents.</p> <p>During my internship, I learned that I needed to provide training for the teachers on my campus to help them learn more about the parents and provide insight on how to get parents more involved in their classrooms. Researchers point out that teachers recognize this need for training and raising their awareness of how to incorporate parents as partners in reaching and teaching students is essential (Ferrara &amp; Ferrara, 2005). The six types of parental involvement described by Epstein (1997) are important for me to incorporate in a collaboratively developed plan to increase parental involvement. As a school leader, I plan to lead my campus to a higher level of parent and community involvement. I encouraged my staff to reach out to the community through making personal contact with parents. I showed all stakeholders how fostering effective two-way, three-way, and multi-way communication between parents/community and the school would increase student achievement. The main goal I have as a leader is to improve parent/community involvement by opening up the lines of communication and breaking down any barriers that prevent it.</p> <p>Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., &amp; Simon, B.S. (1997). Epstein's six types of involvement. In <i>School, family, and community partnerships: Your handbook for action</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Ferrara, M., &amp; Ferrara, P. (2005). Parents as partners: Raising awareness as a teacher preparation program. <i>The Clearing House</i>, 79(2), 77.</p>		
	TF-VI.B	<b>Create an interactive student and teacher website. Include a links page that will promote professional development and integration of technology into Core Curriculum.</b>	October 2010	8
		<p>Reflection:</p> <p>"Schools should look for a whole array of community connections; use creative approaches to "defining" leadership, designing programs, and solving problems; and provide a climate for success that includes making fiscal and human resources available"</p>		

		<p>(Rutherford, 1995). Creating a campus website with the recommendations that I have proposed provided us with a whole array of community connections. The active and convenient use of the website increased two-way communication and community connections. Research shows that positive two-way communication allows parents to feel more comfortable, more confident, and increases parental involvement (Epstein, 1994). The convenient and active use of our website as a portal for two-way communication is an effective way to reach parents and encourage their consistent involvement.</p> <p>Davies (1991) relates that exceptional parent-involvement programs have two-way communication in place between school and home that involves collaborative planning and decision-making with parents. Creating a campus website allowed our campus to increase our two-way communication and work towards the “exceptional” parental involvement programs that Davies refers to. The Framework of Six Types of Involvement outlined by Epstein (1997) and her colleagues states that student achievement is positively affected by two-way, three-way, and many-way channels of communication that create connections between all stakeholders - schools, families, students, and the community. A campus website allowed for many new channels and avenues of communication.</p> <p>Epstein (1994) says that parents should receive resources and assistance to increase their knowledge of child development and parenting skills support. Creating a Parent’s Corner that contains these resources allowed our campus to emulate Epstein’s research. A Parent’s Corner also allowed parents convenience, comfort, and privacy while accessing parenting tips, support, and resources.</p> <p>Davies, D. (1991, January). Schools reaching out: Family, school, and community partnerships for student success. <i>Phi Delta Kappan</i>, 72(5), 376-382.</p> <p>Epstein, J.L. (1994). Theory to practice: School and family partnerships lead to school improvement and student success. In C. Fagnano &amp; B. Werber (Eds.), <i>School, family and community interactions: A view from the firing lines</i> (pp. 39-52). Boulder, CO: Westview Press.</p> <p>Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., &amp; Simon, B.S. (1997). Epstein’s six types of involvement. In <i>School, family, and community partnerships: Your handbook for action</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Rutherford, B., &amp; Billig, S.H. (1995). Eight lessons of parent, family, and community involvement in the middle grades. <i>Phi Delta Kappan</i>, 77(1), 64-66, 68.</p>		
	TF-VI.C	<p><b>Technology Integration Mentor: Support, develop, facilitate, and use Web 2.0 technologies in order to provide mentoring and integration of technology on our campus. Research, identify, model, and apply concepts and methods to integrate technology into Core Curriculum. Discuss, evaluate, and integrate 21<sup>st</sup> Century teaching methods and technologies. Assist students and teachers with technologies. Participate in and facilitate continued professional</b></p>	October 2010 Through October 2011	47

	<p><b>development. Collaborate with students, staff, district, and community on technology integration and related issues to technology.</b></p>		
	<p>Reflection:</p> <p>The role of Technology Integration Mentor (TIM) has allowed me to fix and troubleshoot technology issues. It has also opened the door for collaboration and technology staff development. It has allowed me to introduce project based learning on my campus. Our school has moved towards creating more Constructivist classrooms.</p> <p>I know a lot about computers and trouble shooting. I am our Technology Integration Mentor and I often troubleshoot problems with various hardware and software. I can install motherboards and most internal components. I feel comfortable teaching others about many aspects of technology and I often have staff development for my campus. I am always searching for new and more efficient ways to interact with technology. I am also continuously sharing information with parents and colleagues.</p> <p>Randy Nelson's video on the Collaborative Age was something I could really relate to in my personal and professional life. I think improvising and collaborative efforts are an important characteristic for every educator to have. I also think educators need to keep the dreams and imaginations of students thriving. We need creative adults in the real world and many times it seems like our risk-taking and impulsive creative sides are squandered by "real-world" rules.</p> <p>I think Project Based Learning allows the innovative and collaborative work model that Randy refers to on the video. Project Based Learning allows students some freedom to be creative and build their problem solving skills. Pixar sounds like an adventurous place to work that allows employees to express their creative side. I think it would be wonderful to work at a place that allowed you to extend your Project Based Learning skills.</p> <p>"In a Constructivist classroom, students are more actively involved than in a traditional classroom. They are sharing ideas, asking questions, discussing concepts, and revising their ideas and misconceptions (Sprague, 1999)." I think many educators do not realize how much student achievement and engagement improves with technology implementation. I have several teachers that just began integrating technology and they thank me every day for pushing them to use the technology. I think they realized that once they got over their fears of learning how to integrate technology, their students became more involved and they had less discipline problems.</p> <p>Currently, I am trying to help teachers get away from the belief "that learning only takes place in a quiet and orderly setting (Sprague, 1999)." Constructivist classrooms are noisy places with student centered learning.</p> <p>Nelson, R. (2008). Learning and working in the collaborative age: A new model for the workplace. Edutopia. Retrieved December 15, 2011, from <a href="http://www.edutopia.org/andy-nelson-school-to-career-video">http://www.edutopia.org/andy-nelson-school-to-career-video</a>.</p> <p>Sprague, D. &amp; Dede, C. (1999). If I teach this way, Am I doing my job: Constructivism in the classroom. <i>Leading and Learning</i>, 27(1). Retrieved October 4, 2009 from the International Society for technology in Education at <a href="http://imet.csus.edu/imet9/280/docs/dede_constructivism.pdf">http://imet.csus.edu/imet9/280/docs/dede_constructivism.pdf</a></p>		

	TF-VI.D	<b>Recommend and demonstrate use of appropriate technology resources to promote safe and healthy use of technology. This will be accomplished via email, class website, professional development, in-class support, video tutorials, and upon teacher request.</b>	October 2010 Through October 2011	21
		<p>Reflection:</p> <p>Throughout this internship, I have learned that a principal must be a person willing to “fix” things or conflicts on his/her campus. I also learned that a principal must be a person who documents everything. The information on how to conduct “good faith” investigations and compliance of educational law will also benefit my leadership skills. I have been able to apply what I have learned in order to assist my campus with appropriate use of technology resources.</p> <p>During this activity, I learned that a principal must promote safe and healthy use of technology. A principal must also be prepared to deal with issues that arise while using technology. I have learned that a principal's role in dealing with conflict is crucial to the climate and culture of the school. It also affects the school's ability to stay on track with the campus vision. A principal must be a mediator who can assist his staff with consensus attainment on conflicts. Principals should be able to negotiate/mediate issues surrounding them, as well as some of the building's challenges, to see how they can come together to benefit the staff and student population. The principal also needs to be a model for the “fix” response so his/her faculty will buy-in to this response. Principals must work diligently to “fix” things and they must avoid the “fight/flight” behavior.</p> <p>In every aspect of administration, I believe documentation is a vital piece of the puzzle. Dr. Hopson states, “Document, document, document!” (Hopson, Video, 2011). Documentation is a necessity when any employee violates a policy or procedure. As an administrator, I would have a face-to-face meeting with a teacher who has violated any district policies or procedures. I would listen to any witnesses' concerns regarding what they have witnessed the violator do or say. I would have the witnesses sign a statement and keep it for documentation. I would also formally and informally observe the teacher more often. If the violation continued, I would offer opportunities for classroom management professional development. All of my efforts and responses would be properly documented for future use; because I have heard some administrators use the excuse of improper documentation for not being able to get rid-off unethical employees or employees who have violated the Acceptable Use Policy.</p> <p>“The art of teaching takes insight, knowledge, and many years of experience to develop (Portner, 1998) and developing that “bag of tricks” takes time, and patience (McGuire &amp; Simpson, 2006). The contents of this course has assisted me with developing my “bag of tricks” when it comes to personnel management.</p> <p>Hopson, M. (2011). <i>Teacher Expression</i> [Video]. (Available from Lamar University, 4400 MLK Boulevard, P.O. Box 10009, Beaumont, Texas 77710)</p> <p>McGuire, Margaret A. &amp; Simpson, Cynthia. “Hand in Hand: An Examination of Mentor Relationships.” <u>Best Practices in School Personnel</u> May/June/July (2006): 16-18.</p>		

	TF-V.I.E	<b>Develop a summary and flexible schedule for achieving equitable access to technology resources for all students and teachers.</b>	December 2010 & August 2011	6
		<p>Reflection:</p> <p>Our campus has increased student engagement by creating a flexible computer lab schedule and by providing in-class technology support. As a campus, we created a technology plan that would allow equitable access to technology resources. Our ultimate goal is to create model classrooms that are rich in technology.</p> <p>Our campus technology plan includes ways to improve our campuses' ability to meet the SBEC technology standards. A model classroom on our campus would include on-site, hands-on, and relevant professional development. Teachers and students would become trained on technology by allowing me to teach a hands-on mini lesson during the school day with the teacher and his/her class. This job-embedded professional development would allow our campus to meet our Core Content goals in our Campus Improvement Plan (CIP). As a campus, we have set integration of technology as a priority in all core curriculum. We have identified ways to integrate EInstruction, Interactive White Boards (IWB), Computers on Wheels (COW), video production, Internet, wikis, music, multimedia, and productivity tools. In order to reach these goals, teachers must have job-embedded professional development on integrating technology with core curriculum.</p> <p>The STaR Chart also shows that our greatest weakness is Infrastructure for Technology. I somewhat agree with this assessment. I agree, because our campus continues to be in the "Beginning" stage for "Computers per Students". We also seem to lack the opportunities for online learning which may be a result of networking and connectivity issues. Our campus and district technology plans include goals that will address networking and connectivity issues. In 2010, Dallas ISD's ERate funding was reinstated. Since the ERate funding has been reinstated, we can now move forward to create model classrooms that have better networking and connectivity. Our campus technology plan includes a surge of new technologies that will allow opportunities for project-based learning, job-embedded professional development, productivity, and innovative ways to reach diverse audiences.</p> <p>In 21st Century Classroom Demonstrates Model Learning Environment, Caldwell depicts a collaborative and student centered learning environment (Caldwell, 2009). Students need to have their hands on the SmartBoard and other technology tools. A classroom equipped with the technology tools is as ineffective as classroom that is not equipped with the tools if students are not actively using the tools themselves. Educators need to get over the fear that "students will break it, so we will not let them use it".</p> <p>A model classroom should appeal to the "surge of new technologies and social media innovations that are altering the media landscape" (xplanevisualthinking, 2009). This surge of new technologies includes mobile devices, texting capabilities, instant access, social networking, blogging, podcasting, and eBooks. In the video <a href="#">Did You Know 4.0</a>, the producer speeds up the transitions in order to make a point: Everything is changing so fast; it is hard to absorb! "Convergence is everywhere. It is easier than ever before to reach a large audience, but harder than ever to really connect with it" (xplanevisualthinking, 2009).</p>		

		<p>Caldwell, L. (2009). <i>21st century classroom demonstrates model learning environment</i>. Informally published manuscript, College of Education, The University of Texas at Austin, Austin, Texas. Retrieved on May 7, 2011, from <a href="http://www.edb.utexas.edu/education/centers/lrc/news/2009/21stcen/">http://www.edb.utexas.edu/education/centers/lrc/news/2009/21stcen/</a></p> <p>xplanevisualthinking, (2009). <i>Did You Know 4.0</i> [Web]. Retrieved on May 7, 2011, from <a href="http://www.youtube.com/watch?v=6ILQrUrEWe8">http://www.youtube.com/watch?v=6ILQrUrEWe8</a></p>	
Subtotal			88

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments	TF-VII.A	<b>Attend training on TELPAS/RPTE. Prepare computers, teachers, and students for online TELPAS/RPTE testing and administer the test. Prepare computers, teachers, and 5<sup>th</sup> Grade students for the District's online <i>Technology Literacy Assessment</i> (TLA) testing. Administer the test.</b>	January 2011 Through June 2011	42
		<p>Reflection:</p> <p>During my internship, I provided various training on ICore, Exceeds, Mydata Portal, and TELPAS/RPTE. Most of my time spent on this activity was dedicated to staff development on Exceeds and passing the calibration requirements on TELPAS. Exceeds and Mydata Portal are two tools that we used to assist us with TELPAS/RPTE. Our district requires teachers to document RTI strategies and complete several weeks of interventions prior to requesting SST assistance. Teachers are required to use a new RTI/SST system called Exceeds to document interventions prior to requesting Tier 3 SST support. Exceeds is an easy tool to use if you are technologically savvy, but most of our teachers are not comfortable with 21<sup>st</sup> Century teaching tools. Exceeds in itself is a new barrier for getting students assistance, because teachers do not feel comfortable using it and they feel like they don't have time to continuously log on to document interventions.</p> <p>I learned that our district will determine a student's eligibility only if a teacher has followed through with all the required documentation in Exceeds. I also learned that our district also requires parents to document certain behaviors of the student prior to determining the student's eligibility for Special Education. I also learned and taught others about student confidentiality. "Parents and students put their trust in the stewards of education data to ensure students' personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary" ("Family educational rights," 2011). During this professional development, I also informed staff about how the violation of any policies, regulations, and guidelines may result in disciplinary action, a report to SBEC and/or termination of employment" ("Employee standards of," 2011).</p> <p>"No short summary can adequately provide school personnel with all the information necessary to fully understand the requirements of IDEIA 2004 and questions regarding implementation of the new law remain" (Hyatt, 2007, p.136). This is how many people on my campus feel about IDEA, NCLB, RTI, and TELPAS. They feel like they are not adequately prepared or fully understand how to implement instruction that is capable of teaching "all" children without leaving any of them behind. As a leader, it is my responsibility to provide training and resources that allow my staff to feel they are capable of teaching "all" students. By providing my staff with the resources and training that they need in order to comply with the NCLB mandates and TELPAS requirements, my students will benefit both emotionally and academically.</p> <p><i>Employee standards of conduct.</i> (2011, September 27). Retrieved on October 29, 2011 from <a href="http://www.tasb.org/policy/pol/private/057905/pol.cfm?DisplayPage=DH(LOCAL).pdf&amp;QueryText=HARASSMENT">http://www.tasb.org/policy/pol/private/057905/pol.cfm?DisplayPage=DH(LOCAL).pdf&amp;QueryText=HARASSMENT</a></p>		

TF-VII.B	<p>Hyatt, K.J. (2007). The new IDEA: Changes, concerns, and questions. <i>Intervention in School and Clinic</i>, 42(3), 131-136.</p> <p>US Department of Education, Family Policy Compliance Office. (2011). <i>Family educational rights and privacy act (ferpa)</i>. Retrieved on October 29, 2011 from <a href="http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html">http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html</a></p>		
	<p><b>Provide professional development for campus staff on StarChart. Assist teachers with completing the Texas StarChart. Review the Acceptable Use Policy (AUP) &amp; Copyright Laws with campus. Create a proposal for a campus-based technology committee, to include District Technology Department, Campus Administrators, Technology Integration mentor (TIM), Campus Based Technician (CBT), Librarian and teachers from a variety of disciplines. Meet regularly to discuss research-based decision-making, appropriate projects and goals. Implement projects to improve classroom &amp; campus technology integration.</b></p>	<p>January 2011 Through November 2011</p>	<p>12</p>
	<p>Reflection:</p> <p>Creating an action plan was a great learning experience, because it made me reflect upon the current needs on my campus and actions that I could take to assist my campus. The essentialness that a leader needs to constantly assess his/her campus' needs and effectively address those needs was a valuable learning concept in this internship. I took information from surveys that were administered through <a href="http://www.surveymonkey.com">www.surveymonkey.com</a>. The information that I gathered shaped many of our professional developments throughout the school year.</p> <p>In order to carry out my action plan, I will need to become an effective leader that is actively involved with all stakeholders. An effective leader should know what is going on in the community, in classrooms, and on the campus. As a leader, I would allow time for new practices to mature. Elmore and City stated, "It takes time for these new practices to mature and become part of the working repertoire of teachers and administrators. Schools that are improving recognize and allow for this time and don't switch gears if they don't see immediate results on state tests" (Elmore &amp; City, 2007, p. 2).</p> <p>Forward momentum is developed when teachers get support and affirmation, so another thing that I plan to implement is Professional Learning Communities (PLCs) and peer coaching. According to the article "<i>Making the most of Professional Learning Communities</i>" by Jay McTighe, there are three recommended roles for members of a Professional Learning Community. These roles are critical friend, analyst of student work, and continuous learner. I believe PLCs and peer coaching will help my campus implement my action plan and Response to Intervention (RTI) strategies.</p> <p>Elmore, R. F., &amp; City, E. A. (2007). The road to school improvement. <i>Harvard Education Letter</i>, 23(3), 1-3.</p> <p>McTighe, J. (2008). Making the most of professional learning communities. <i>The Learning</i></p>		

TF-VII.C	<i>Principal, 3(8), 1, 4-8.</i>		
	<b>Present at the District's 21<sup>st</sup> Century Conference using Flip Cameras, video editing software, and Core Curriculum integration.</b>	November 2010	8
	<p>Reflection:</p> <p>I had the opportunity to present at our District's 21st Century Conference. This opportunity was a great learning experience for myself, as well as my peers. I used a PowerPoint presentation and videos that I produced to assist me with my presentation. My presentation focused on the use of Flip Cameras to assist with Core Curriculum integration into culturally diverse classrooms.</p> <p>During the conference, we discussed how cultural changes have impacted our classrooms. "Cultural, educational, and legal changes have significantly altered the mix of students in regular education classrooms" (Meyer, 2002). Wow, I feel like I live this quote everyday! Our classrooms have changed dramatically over the past 15 years. I remember when "Inclusion" was not a term educators used on a daily basis. This year, teachers are being trained to reach the TAG students and what will next year's focus be? It seems like everyone is continuously being trained on how to "include" a certain student group and then when that fad is over a new group becomes the focus.</p> <p>During the conference, we also discussed traditional classrooms. "Today's typical classroom might include students whose first language is not English; students who are not reading on grade level; students with behavioral, attentional, and motivational problems; students from varied cultural backgrounds; and students classified as gifted" (Meyer, 2002). This quote describes every classroom on my campus, except several classrooms lack the "gifted" students. I think the "gifted" students are less noticeable, because Standardized tests cause educators to stick to boring test taking strategies. In my own experiences, I notice that I think and process information differently than others. I often find myself reading between the lines. My colleagues and friends often seek my opinion on different topics, because they know I have such a different interpretation on things.</p> <p>As educators, we must seek instructional resources that will assist us with multiple intelligences and diversified thinking of our students. "Fortunately, technological advances have equipped educators with tremendous new instructional resources in the form of computers and digital media" (Meyer, 2002). My presentation demonstrated how to use Flip Cameras to engage our diverse student population. Many educators walked away feeling more equipped with strategies to use multimedia and videos in their classes.</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Available online at the Center for Applied Special Technology Web site. Chapter 1. Retrieved on October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a></p>		
<b>Subtotal</b>			<b>62</b>

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VIII. Leadership and Vision	TF-VIII.A	<p><b>Prepare computers, teachers, and 5<sup>th</sup> Grade students for the District's online <i>Technology Literacy Assessment</i> (TLA) testing. Administer the test. Locate and disseminate current research in educational technology and campus <i>vision</i>. Collaborate with staff and stakeholders to create a campus <i>vision</i> that provides ownership and buy-in.</b></p> <p>Reflection:            During my internship, I prepared students for and administered the <i>Technology Literacy Assessment</i> (TLA). I also researched ways and implemented activities that assisted our campus with creating a shared <i>vision</i>. Both of these activities allowed me to assess my leadership skills and allowed me to use self-assessment as a teaching tool. The leadership self-assessment allowed me to see valuable measures of progress in my own leadership skills. I think similar self-assessments would be great tools for beginning of the year professional development. I feel some of our staff members have trouble seeing the "visible measures of progress" (Elmore &amp; City, 2007, p. 2). In the Road to School Improvement Elmore and City stated, "Visible measures of progress are critical for motivating and encouraging educators to persist in the challenging work of improvement" (Elmore &amp; City, 2007, p. 2). My goal is to implement "visible measures" when it comes to integrating technology and effectively leading a campus. Developing my personal goal statements and evaluating our campus <i>vision</i> was very insightful. I think my campus fails to articulate its <i>vision</i>. The <i>vision</i> is in our Campus Improvement Plan (CIP) and posted on classroom walls, but it is not implemented nor shared by all stakeholders. Our mission statement outlines our <i>vision</i>: Provide quality education that will maximize the academic, physical, and social growth for each student in a positive, supportive environment conducive to learning. I learned that "developing a vision in isolation can mean that those who were left out of the process will not buy into it" (Peterson, 1995).             Elmore, R. F., &amp; City, E. A. (2007). The road to school improvement. Harvard Education Letter. 23(3), 1-3.             Peterson, K. (1995). <i>Critical issue: building a collective vision</i>. Manuscript submitted for publication, North Central Regional Educational Laboratory, University of Wisconsin-Madison, Madison, Wisconsin. Retrieved on May 27, 2011 from <a href="http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsbp/le100.htm">http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsbp/le100.htm</a></p>	May 2011 & August 2011 & October 2011	17
	TF-VIII.B	<p><b>Create, maintain, and update the Campus Instructional Calendar using Google Calendar. Develop a flexible schedule for technology integration that allows me to provide in-class support on a regular basis. Collaborate with staff on calendar contents and provide staff development on how to use and implement the contents on the calendar. Develop and implement activities that will allow our campus to</b></p>	April 2011 Through November 2011	27

		<b>improve on technology use through a flexible schedule.</b>		
		<p>Reflection:</p> <p>During my internship, I have created an instructional calendar and flexible computer lab schedule. The instructional calendar and flexible computer lab schedule has allowed our campus to increase academic achievement on our campus. During this activity, we had the opportunity to collaborate on how to implement technology on our campus and how to become more organized.</p> <p>Today's typical classrooms are very different from 10 years ago. Many classrooms are technology rich environments, but lack the daily and effective integration of such technologies. Educators are beginning to realize that the extra time spent on learning the technology will eventually give them more free time, because technology engages students and increases overall productivity. Educators and students need to learn from each other. They also need to learn from the diversity found within their community.</p> <p>"To transform the pressures of diversity into opportunities for all learners, we apply insights about learners who don't "fit the mold" to help us create flexible curriculum, and tools that will work more effectively for everyone" (Rose &amp; Meyer, 2002). Implementing new technologies and applying diverse instructional strategies can be challenging, but it is a task we must master.</p> <p>As a Technology Integration Mentor for my campus, I try to stress that "using technology for technology's sake isn't a good application of instructional time or funding, and it is unlikely to improve student achievement" (Pitler, 2007, p.217). I have been closely working with a few teachers to help them integrate technology into their everyday lessons. Currently, many teachers have technology in their rooms, but they are still not using it.</p> <p>Pitler, H., Hubbell, E., Kuhn, M., &amp; Malenoski, K. (2007). <i>Using technology with classroom instruction that works</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 41-58, 217-225.</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Available online at the Center for Applied Special Technology Web site. Chapter 1-2. Retrieved on October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a></p>		
		<b>Build, promote, and implement technology alliances and partnerships using ICore, Reasoning Minds, Smart Technologies, EInstruction, and Rosetta Stone.</b>	January 2011 Through September 2011	17
TF-VIII.C		<b>Cont.: Build, promote, and implement technology alliances and partnerships using Wikis, Smart Technologies, EInstruction, AEIS Comparison Campuses, and Region 10.</b>		
		<p>Reflection:</p> <p>Throughout my internship, I have learned many valuable lessons in community involvement. I have enjoyed my experiences working with PTA, SBDM, and other community partnerships. During my internship, I have discovered that our PTA and SBDM</p>		

TF-VIII.D	<p>participation needs improvement.</p> <p>Our PTA participation has struggled over the years. I asked a parent why she thought so many other parents neglected to attend our Christmas/Winter PTA performance. She said, "Look around, Mrs. Zbylut! You, the assistant principal, and two other employees are the only staff members that cared enough to attend. Why should you expect parents to care enough to show up when the majority of the staff members did not show up?" I had to agree with what she was saying, because rarely do our staff members show up for PTA meetings.</p> <p>Our SBDM committee meets only six times a year. It meets at 4 p.m. prior to PTA meetings and usually lasts about 30-45 minutes. The SBDM committee has seven members: the principal, four teachers, and two community members. Occasionally, a community business representative will attend a SBDM meeting. The two community members that are on the committee are also board members of our PTA. One of those members is now an employee of the school, so I think that has a conflicting interest when it comes to "community" involvement.</p> <p>"Throughout the implementation of our site-based management plan, we have kept one principle in mind: Success never relies on one person" (Richardson, M., 2005, p. 35). I think our campus needs to adopt the concept that "Success never relies on one person," because our decisions are not being supported by all stakeholders.</p> <p>Richardson, M. (2005, December) Consensus Leadership. Principal Leadership, 6(4), pp. 32-35.</p>		
	<p><b>Create an interactive student and teacher website. Include a links page that will promote professional development and integration of technology into Core Curriculum.</b></p> <p><b>Participate in the District's discussion boards through Moodle in order to assist in the development of strategic plans to improve technology.</b></p>	January 2011 & April 2011	12
<p>Reflection:</p> <p>"Schools should look for a whole array of community connections; use creative approaches to "defining" leadership, designing programs, and solving problems; and provide a climate for success that includes making fiscal and human resources available" (Rutherford, 1995). Creating a campus website with the recommendations that I have proposed provided us with a whole array of community connections. The active and convenient use of the website increased two-way communication and community connections. Research shows that positive two-way communication allows parents to feel more comfortable, more confident, and increases parental involvement (Epstein, 1994). The convenient and active use of our website as a portal for two-way communication is an effective way to reach parents and encourage their consistent involvement.</p> <p>Davies (1991) relates that exceptional parent-involvement programs have two-way communication in place between school and home that involves collaborative planning and decision-making with parents. Creating a campus website allowed our campus to increase our two-way communication and work towards the "exceptional" parental involvement programs that Davies refers to. The Framework of Six Types of Involvement outlined by Epstein (1997) and her colleagues states that student achievement is positively affected by two-way, three-way, and many-way channels of communication that create connections between all stakeholders - schools, families, students, and the community. A campus website allowed for many new channels and avenues of communication.</p> <p>Epstein (1994) says that parents should receive resources and assistance to increase their</p>			

TF-VIII.E	<p>knowledge of child development and parenting skills support. Creating a Parent's Corner that contains these resources allowed our campus to emulate Epstein's research. A Parent's Corner also allowed parents convenience, comfort, and privacy while accessing parenting tips, support, and resources.</p> <p>Davies, D. (1991, January). Schools reaching out: Family, school, and community partnerships for student success. <i>Phi Delta Kappan</i>, 72(5), 376-382.</p> <p>Epstein, J.L. (1994). Theory to practice: School and family partnerships lead to school improvement and student success. In C. Fagnano &amp; B. Werber (Eds.), <i>School, family and community interactions: A view from the firing lines</i> (pp. 39-52). Boulder, CO: Westview Press.</p> <p>Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., &amp; Simon, B.S. (1997). Epstein's six types of involvement. In <i>School, family, and community partnerships: Your handbook for action</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Rutherford, B., &amp; Billig, S.H. (1995). Eight lessons of parent, family, and community involvement in the middle grades. <i>Phi Delta Kappan</i>, 77(1), 64-66, 68.</p>		
	<p><b>Create a survey for campus employees and students to participate in. Survey will determine needed modifications in technology implementations.</b></p>	August 2011	2
<p>Reflection:</p> <p>Creating an action plan was a great learning experience, because it made me reflect upon the current needs on my campus and actions that I could take to assist my campus. The essentialness that a leader needs to constantly assess his/her campus' needs and effectively address those needs was a valuable learning concept in this internship. I took information from surveys that were administered through <a href="http://www.surveymonkey.com">www.surveymonkey.com</a>. The information that I gathered shaped many of our professional developments throughout the school year.</p> <p>In order to carry out my action plan, I needed to become an effective leader that was actively involved with all stakeholders. An effective leader should know what is going on in the community, in classrooms, and on the campus. As a leader, I allowed time for new practices to mature. Elmore and City stated, "It takes time for these new practices to mature and become part of the working repertoire of teachers and administrators. Schools that are improving recognize and allow for this time and don't switch gears if they don't see immediate results on state tests" (Elmore &amp; City, 2007, p. 2).</p> <p>I learned that forward momentum is developed when teachers get support and affirmation, so another thing that implemented was Professional Learning Communities (PLCs) and peer coaching. According to the article "<i>Making the most of Professional Learning Communities</i>" by Jay McTighe, there are three recommended roles for members of a Professional Learning Community. These roles are critical friend, analyst of student work, and continuous learner. I believe PLCs and peer coaching helped my campus implement</p>			

	my action plan and Response to Intervention (RTI) strategies.		
	Elmore, R. F., & City, E. A. (2007). The road to school improvement. <i>Harvard Education Letter</i> , 23(3), 1-3.		
	McTighe, J. (2008). Making the most of professional learning communities. <i>The Learning Principal</i> , 3(8), 1, 4-8.		
<b>Subtotal</b>			<b>75</b>
<b>TOTAL</b>			<b>516</b>

Site Mentor:

Name: Tanya Krause Title: Campus Instructional Leader  
(Please Print)

Signature: Tanya Krause Date: February 23, 2012



## Lamar University – M.Ed. in Educational Technology Leadership

### Field-based Activities Summary Report and Validation: Reflection Guidelines

**Instructions:** You are required to reflect on each of your field-based activities by completing a reflection that should contain a minimum of 250 words. These reflections will be used to assist you in completing Week 5 of your EDLD 5388/5370 Internship comprehensive exam/final report. Students should use the guidelines below to reflect on each of their field-based activities citing textbook references as well as three additional reference when writing each reflection.

Reflections allow you to analyze on the knowledge you gained from the Internship activity and the associated Standard/Indicator associated with the activity as well as how the activity helped you master the Standard/Indicator. The act of reflection is influenced by constructivist theory. In essence, it is a way of thinking that allows you to make adjustments to your beliefs or concepts, to learn from your or other's mistakes, to recognize progress you think you have made, and/or to identify needed changes in attitude, disposition, decision-making, actions, or behaviors.

Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of three references.

### **Self –Assessment**

1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the activity.
2. Critically reflect upon the relationship between any new information you gained from the activity with old information you previously held to be true.
3. How did the relationship between the old and new information you learned affect your personal experience with the activity?

### **Learn as a Learner**

1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the activity.
2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the activity.
3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance?

### **Lifelong Learning Skills**

1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning.
2. How will your past interactions and collaborations with colleagues impact your future learning experiences?
3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?

### **Additional Criteria**

1. Field-based Activities Summary Report posted monthly to e-Portfolio wiki/blog/Google site
2. Mechanics
3. APA Format
4. Minimum of 3 References

Wiki Name	Wiki URL
EDLD 5306_Cohort 16_azbylut	<a href="http://azbylut.wikispaces.com/Internship+Field-based+Activities+Summary+Report+and+Validation">http://azbylut.wikispaces.com/Internship+Field-based+Activities+Summary+Report+and+Validation</a>